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ABSTRACT

This course provides support, within broad limits, to the teacher who chooses any of the following objectives: 1) familiarization of students with the enduring ideas and problems of psychology; 2) data gathering and analysis skills; and, 3) knowledge of the psychological principles in human relations. Similarly, the intent is that the course of study support a variety of instructional approaches: lecture, group discussion, inductive strategies, and role playing. It is clear that in terms of classroom activities the present working copy of the course of study is not complete. The modules are developed by relating each of several areas within psychology to topics chosen for their importance and their probable interest to students: 1) Perception, Motivation and Emotion, Learning, Thinking, Developmental Aspects, Personality, Group and Societal Influences, and Neuropsychology; to 2) Conflict, Identity, Prejudice, Human Control, and Man and Technology. (Author/AWW)

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COURSE OF STUDY

for the

HIGH SCHOOL PSYCHOLOGY ELECTIVE

Working Copy

Bulletin No. 248

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

FOREWORD

With the number of electives offered in high schools rapidly increasing, the development of a course of study for yet another elective presents many problems, or rather, calls to mind all of the old problems of curriculum, viz., problems of scope, continuity and integration, questions about the purpose of the course, of electives in curriculum, and of education itself. When that elective is the discipline of psychology, the problems are compounded by the nature of the field itself, particularly its identification with self-study in ways that are more direct or more profound than are likely to occur in other fields of study. Workshop members have tried to keep these problems in mind while struggling with creating a course framework solid enough to give the teacher support yet flexible enough to permit varying course purposes and instructional approaches.

The task being great, the work is far from done. The reader's attention is called to those elements of the framework not dealt with at all (particularly assessment activities), those which need more work (suggested classroom activities), and the possibilities for expansion of the material in general along the lines of the framework offered for the course.

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INTRODUCTION

PURPOSES AND LIMITATIONS OF THE PSYCHOLOGY ELECTIVE

One may distinguish three basic purposes in statements justifying high school courses in psychology:

1. To aid the student in academic and vocational choice, often by textbook coverage of the subject or by familiarization with the enduring ideas and problems of psychology, e.g., through links with literature studies.

2. To teach the student about the investigative approach to behavior observation, formulation of hypotheses, setting up experimental situations, gathering and analyzing data.

3. To familiarize the student with psychological principles in a human relations or mental health context, e.g., emphasis on peer relations, marriage, parenthood, etc.

These general purposes are not mutually exclusive, but the time limitation of a semester course makes it impossible to pursue all three in any depth. The teacher should consider which purpose or combination of these purposes best lends itself to the needs and expectations of the students taking the course and to his own training and interest in psychology.

The first purpose listed includes the many courses aimed at acquainting the student with the field of psychology as a discipline and/or as a possible profession for the student. Of the three, it is probably the one tied most often to an academic instructional approach. Although this need not be the approach chosen, the implied purpose of "covering" the field may help tie it to this approach. A teacher who emphasizes this purpose in this course should consider the need for selectivity with regard to the many fields and professions within psychology (clinical, experimental, educational, industrial, etc.) and with regard to the traditional areas of study within psychology (learning, motivation, personality, perception, etc.).

The second purpose has its own difficulties. It is more limited in its appeal than the others (the student who chooses a course in psychology may not anticipate this emphasis at all). It requires some work with statistics; and it immediately raises the issue of the proper context for an emphasis on method: should it be within psychology, within the behavioral sciences, within science as a whole, or integrated even more broadly within the curriculum?

The issues in emphasizing the third purpose may not be more complex than those in the others, but they are more salient and sensitive because this purpose is most likely to encompass current efforts to emphasize the affective domain in instruction, to "personalize" the course, make it relevant, etc. These efforts range from traditional means of making the course interesting (individual projects, group discussion, applications to current events, etc.) to the elicitation of strong emotional responses calculated to substantially alter behavior patterns. Among the means for achieving the latter are group interactions of the kind referred to in a memorandum from Dr. Tarallo, Associate Superintendent for Administration (title at time of memo was Assistant Superintendent) to all principals, dated February 16, 1971, and herein quoted in full:

MEMORANDUM

To: All Principals

From: Joseph J. Tarallo, Assistant Superintendent for Administration

Subject: Sensitivity Training and Other Group Psychotherapy Techniques

It is acknowledged that a variety of professional viewpoints exist concerning sensitivity training activities and their usefulness in an educational setting. In the absence of consensus of professional and/or substantial research evidence to support their use in a public school setting, it has been decided that sensitivity training will be prohibited in any MCPS setting for staff members or students unless approved in writing by this office for unusual and imperative reasons.

It is to be recognized that group process activities represent a valid and worthwhile educational tool which is to be encouraged in the school setting. Restrictions are placed, however, on the use of groups commonly referred to as "Sensitivity or T-Groups and Encounter Groups" which have as their goals psychotherapeutic or quasi-psychotherapeutic outcomes as distinct from recognized educational or guidance experiences involving groups of students. Individual students interested in the types of experiences offered through sensitivity training should be encouraged to secure them from legitimate professional sources in the community. All school administrators are hereby directed to refrain from authorizing the use of these activities in their schools.

The prohibition in this memorandum should be kept in mind by all teachers of psychology, particularly in attempts to "personalize" the learnings of psychology. The affective domain as described by Krathwohl* may furnish additional guidance here in as much as it is based in part on evaluation items used by teachers and thus representative of more traditional or "recognized educational...experiences." The need for great caution in this area should be clear when the teacher considers that the utilization of the affective realm in education, while much talked about, raises ethical and political issues which have not been fully clarified, let alone resolved, and which are rightfully the focus of much concern and controversy in the community. The course of study for psychology is itself intended to offer guidance here through its listed learnings and activities.

POINT OF VIEW UNDERLYING THE COURSE OF STUDY

The point of view underlying the course of study is that of enhancing student interest in and understanding of psychological concepts, principles, and hypotheses through exploration of their relationship to current and arresting topics and problems, including problems of individual development and interpersonal relations. The interaction between the discipline and the topic or problem, in this view, is to be treated as mutual, the psychological learning influencing one's perception of the behavior

* David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia. Taxonomy of Educational Objectives, The Classification of Educational Goals. Handbook II: Affective Domain. (New York: David McKay Company, Inc., 1965).

to which it is applied, and consideration of the behavior in turn reflecting upon the adequacy of the psychological concept, principle, etc.

Content from the discipline of psychology and its treatment, then, is what is distinctive about this course. Courses entitled Human Relations, Contemporary Communication, Self Development, might reflect some of the same psychological content, but their purposes and emphasis would, or should, be sufficiently distinct to warrant these titles. By the same token, a course entitled Psychology should reflect a substantial emphasis on the discipline of psychology, not necessarily in the academic quality of its approach or in its attempt at broad coverage of the field, but in the directness and authenticity with which it treats psychological content.

The difficulties and advantages of building a course in this way should be noted. The primary advantage lies in immediately gaining and maintaining student interest, since interest in application and current topics is much more widespread than it is in the discipline for its own sake. At the same time, application lends itself to consideration of a topic in varying degrees of scope and depth, thus more readily suggesting a range of student activities suitable to different ability levels. These two advantages suggest a third, viz., more easily eliciting student initiative in study via discussion, individual or group projects, generating and substantiating hypotheses, etc.

A danger confronting the teacher who applies and thus popularizes his discipline lies in the pull toward too easy use of social science jargon and of loose formulations which do little justice to the rigor of the discipline. Student discussion, when allowed to continue in this vein, may have its moments of fun but bores the students before too long as they perceive it as a "bull session" and profitless. On the other hand, there is the difficulty of achieving that mastery of a subject required to apply its principles with insight. Application looks easy and certainly is appealing, but calls for much greater knowledge and harder work on the part of the teacher than does straight, didactic exposition.

To correctly state a principle of perception, for example, and to carefully analyze its terms and define each one, requires only close attention to that portion of the textbook's chapter on perception which deals with the principle. Like the academic scholar, the teacher may be safe, even unassailable, within his definitions and the principle logically built upon them. But when that principle of perception is applied to a problem in intra- or interpersonal relations, for example, the validity of courtroom testimony or conflict between the generations, it no longer stands alone. It needs to be related to other principles in perception and in other areas of psychology. Perception may be a separate chapter in a textbook but no man is moved by perception alone. Perception, motivation, learning, thinking, etc., are bound together in any psychological treatment of a problem; and it takes a comprehensive mastery of the field (and of one's instructional intention) to know which principles to highlight and what their relationships may be.

Few teachers of psychology may feel that they possess this degree of mastery of the subject. The difficulty has been stated forcefully here--but hopefully not exaggerated--not to discourage, but to point out some of its implications. The primary implication is that the teacher may have to seriously consider the old saw about the teacher's position being that of a superior learner in relation to his students. From this stance follows a good many other implications: the need to rely on the initiative of the student in pursuing aspects of the problem which interest him,

assigning students to the investigation of different principles or hypotheses which may bear on the problem, and bringing these different aspects to focus on the problem in classroom discussion.

When this last difficulty is put in terms of the teaching of controversial issues, its possibilities and even advantages become clearer. Use of controversial issues is certainly being recommended in this course of study, for these will arise in discussion of the recommended current topics and problems. These are social issues which exist independent of and outside of the discipline of psychology. But what is being stressed here is the possibility of viewing the application of psychological principles to these problem areas as itself involving legitimate classroom controversy. The teacher should be able to bring his knowledge of the field to bear on the question of the validity of the psychological principle as stated, and even as applied; but the question of the adequacy of the principle in shedding light on the problem is always debatable. The best teaching will make this clear, will use the discussion to bring out varying views, and will sharpen both the "psychology" being used and its application.

Basic to the point of view of this course of study, then, is its attempt to provide support, within broad limits, to the teacher who chooses any one of the course purposes described at the beginning of this section, or any combination of them. If they are all valid purposes, and the assumption here is that they are, the course of study should be flexible enough to support them all. Its point of view, then, assumes a commitment to teaching and learning based on a continual interaction between psychological content and its application to basic and absorbing issues but is substantially neutral with regard to the shaping of that interaction toward one or another of the purposes listed. Similarly, the intent is that the course of study support a variety of instructional approaches (lecture, group discussion, inductive strategies, role playing, etc.). This is largely a matter of the richness and variety of the suggested classroom activities and procedures included in the course of study, and it is clear that in this regard the present working copy of the course of study is not very far along. How well it supports a variety of course purposes and of instructional approaches is a matter to be judged by its use in the classroom and to be improved upon through revision and augmentation in the light of that use.

STRUCTURE OF THE COURSE OF STUDY

A course of study, ideally, is related to the rest of curriculum via series of generalizations at different levels which make clear the scope, sequence, and integration of the course. The set of generalizations or "substantive elements" which encompasses the content of social studies at the "institutional level" is included in the MCPS Bulletin No. 215, entitled Curriculum Design, Institutional Level, on pages 311-312. A set of "Substantive Generalizations for Psychology" has been derived from these and is listed here. They may furnish some guidance as to the scope and integration of the course content. At the same time, since they are newly derived and open to revision, they offer the teacher an opportunity to consider their adequacy.

1. Individual functioning may be described as developed patterns derived from interrelated biological and cultural factors.

2. The conflict between the forces for change and those for stability is present in every individual but occurs with varying intensity at different times and within altered contexts.

3. The individual's basic needs are reflected in his aspirations and his utilization of resources.

4. The antecedents and consequences of specific behaviors are complex and interwoven.

5. The behaviors of the individual are not capricious; the patterns which they follow are subject to prediction.

6. The increasing interdependence of the society and the individual makes increasing demands upon his development and his contributions.

The general principles cited in each module of the course of study are related as specific instances of these even more general substantive elements of psychology.

The Module

Module, as used in this course of study, refers to a small segment of instruction covering one or several lessons. Based on a single psychological principle (except where a module has been divided into sections with a principle for each), the module represents a somewhat arbitrary separation which serves two purposes. It aids the teacher in focusing on one part of what is always an integral and complex whole (psychologically, the individual; from the standpoint of application, the problem). At the same time, it is hoped that separately distinguishing the module in this way will make it more easily seen as a link with many possible connections to other links or modules.

Each module can be explored in greater depth than is indicated by its present treatment. Hopefully, succeeding curriculum development workshops, along with creating additional modules and revising existing ones, will choose to increase the amount of supporting material for those existing modules which classroom experience has shown hold particular interest for students.

The Grid

The modules are developed, in keeping with the earlier described point of view of the course of study, by relating each of several areas within psychology to each of several topics chosen for their importance in their own right and their probable interest to students. These areas of psychology are:

1. Perception
2. Motivation and Emotion
3. Learning
4. Thinking
5. Developmental Aspects
6. Personality
7. Group and Societal Influences
8. Neuropsychology

Normal - Abnormal Continuum

Method and Research

The last two areas are not assigned numbers because they are thought to be better

represented as aspects of every other module rather than as separate areas serving to generate additional modules in their own right.

Although the area of psychology which is devoted to the exploration of the physiological correlates of behavior, neuropsychology, is increasingly gaining the attention of psychologists of all specialities, there has been no attempt to draw from that body of knowledge in this introductory course of study.

The topics chosen, along with some subtopics under each, are:

A. Conflict, Violence, and Conflict Resolution
   - War
   - Crime
   - Sports
   - Conflict in Everyday Life
   - Conflict and Conflict Resolution in the Classroom; in the School

B. Identity and Identity-Crisis
   - The Hippie Movement
   - Delinquency
   - Family Relations
   - Conformity
   - Vocational Choice
   - Sex Role

C. Prejudice
   - Racism, Ethnic and Religious Prejudices
   - Prejudice in the Classroom and School
   - Categorizing and Stereotyping
   - Stereotyping in Thinking in and about This Course

D. Human Control Over Human Behavior
   1. Over Self
      - Concentration and Study Habits
      - Self-indulgence and Ability to Delay Gratification
      - Working in Groups and in Institutions
   2. Over Others
      - Brainwashing, Psychotherapy, Drugs and Drug Therapy
      - The Impact of Advertising and Motivation Research
      - The Charismatic Figure--Political, Religious, or Social
      - Welfare Policies
      - Punishment and the Law--Penal Principles and Systems
      - Child Training and Socializing Agencies
      - The Schools and Socialization
        - Control over Classmates

E. Man, His Technology and His Environment
   - Pollution
   - War
   - Leisure
   - The City and the Suburbs
   - Utopias
   - Man as Machine

A grid representing the generating of modules by relating areas to topics is shown in Figure 1.

GRID
(Illustrating the two units completed)

	A	B	C	D	E
			Topics		
Area of Psychology	Conflict	Identity	Prejudice	Human Control	Man and Technology
1. Perception			C-1		
2. Motivation			C-2		
3. Learning			C-3		
4. Thinking			C-4		
5. Developmental			C-5		
6. Personality			C-6		
7. Social	7-A	7-B	7-C/C-7	7-D	7-E

Vertical Unit ↓

Horizontal Unit →

Figure 1: The Vertical-Horizontal Grid, Illustrating the Two Completed Units.

The Unit

Unit in this course is defined as an organization of modules. Reference to the grid gives an idea of the array within which to choose such organizations or units. Two organizations stand out, and the course of study, as so far developed, devotes itself mainly to these two organizations of modules, designated the vertical and the horizontal organizations or units. The vertical unit arrays the areas of psychology against a particular topic, in the case chosen, prejudice. Such a unit would serve to introduce the student to several areas of psychology and their interrelationships. Even here, however, it is neither suggested that the teacher take up all of the modules indicated for the unit nor take them in the order indicated. The teacher may wish to exercise his own selection within the unit and his own sequence to achieve a particular focus. The second or horizontal unit devotes itself to one area of psychology, in this case group and societal influences, interrelated with the several topics. Such a unit provides opportunity for the study of one area of psychology in greater depth and for the viewing of different topics from a unifying point of view.

It is obvious that several vertical and several horizontal units could be developed by following the same pattern. Moreover, no such unit is definitive, i.e., exhausts the modules which could be developed in following the very same pattern. Another curriculum development group, working on the same two patterns, might develop substantially different sets of modules for each unit than those so far developed for

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this course of study. In addition, other clusters of modules, not so regularly following either the vertical or horizontal pattern, could be developed to focus on a particular interrelationship among psychological principles or among topics.

ELEMENTS OF EACH MODULE

1. The Central Principle

   The modular principles, which are links with the broad substantive generalizations for the course of psychology, serve to establish the scope within which the basic learnings will be accomplished. They are not to be taught, as such, but are to be utilized as guides for the teacher.

2. Key Terms

   Within each module, pertinent key terms are designated and defined. A complete index of all key terms in the course of study is given on page 49. Where a key term is followed by the name of an author in parentheses this indicates that the definition of that term is taken from the glossary of that author's textbook.

3. Learnings

   The student learnings are derivations from the modular principle. They approximate behavioral objectives but not in a strict sense since they are not formulated in operational terms. They do, however, lend themselves readily to translation into assessible behaviors.

4. Activities and Procedures

   The student activities are suggestions for ways of achieving the learnings within a module. At this writing they are limited, but hopefully future workshops will expand and vary this section. Note that the presented activities are "personalized" in the sense that they relate to peer group experiences which are common to most students. Care must be taken here so that the activities do not embarass or otherwise harm or violate the privacy of the individual.

5. Normal - Abnormal Continuum

   In Unit II, which employs the vertical approach, provision has been made within each module for the study of the Central Principle in terms of a Normal-Abnormal Continuum. This is done in order that the students may become aware that behaviors viewed as abnormal involve processes which are found in normal individuals but which have in some ways become disruptive and maladaptive.

6. Relationships to Other Modules

   In Unit II, which employs the vertical approach, within any one module closely allied modules are cited. These may be used to integrate and cluster related modules.

7. Aids

These will be developed in future workshops.

8. Evaluation Exercises

These will be developed in future workshops.

9. References

Throughout the module, where applicable, abbreviated references appear in parenthesis. These cite the authors' last name and page numbers (except for glossary items) which correspond to the complete reference section at the end of the module. There has been an attempt to provide references from both teachers' and students' texts. It is hoped that in addition to a single basic text, each student will have access to supplementary materials. The course of study has been designed to make possible flexibility in regard to choice of student text as well as supplementary materials.

USE OF STAFF PSYCHOLOGISTS AS CONSULTANTS

A list of MCPS psychologists has been prepared to serve as a guide to resource personnel available to the psychology teachers. These psychologists are prepared to assist teachers, on a limited referral basis, with proposed student projects by providing information and suggesting reference materials. In addition, at the teacher's request, the psychologist will serve as guest speaker. Interested teachers may contact the consultants through the Division of Psychological Services at the Washington Center (279-3631).

RECOMMENDED TEACHER CERTIFICATION REQUIREMENTS

The Maryland State Department of Education, Division of Certification and Accreditation, states that a teacher should have a minimum of twenty-four undergraduate hours in "any academic subject" in order to teach it. The workshop recommends the adoption of the state requirements, realizing the present difficulties that this entails. On the one hand, as the course of study indicates, the teacher needs considerable background in the field of psychology. And on the other, as an elective, psychology is not staffed in the usual way and is often assigned to a teacher with a combination of other elective subjects. Future workshops might wish to consider certification requirements of teachers of psychology in terms of specific courses, and to make detailed recommendations with regard to course content, particularly in relation to the scope of acceptable courses for teachers of behavioral sciences in general. The necessity of maintaining teacher competence in a field so important both academically and in terms of community interest and sensitivity is paramount.

UNIT I - INTRODUCTION TO PSYCHOLOGY

UNIT I - INTRODUCTION TO PSYCHOLOGY

I. PURPOSE

The primary purpose of this unit is to provide the student with some basic understandings of the nature and scope of psychology in order to facilitate the more specific learnings in the units which follow.

Further, it affords the teacher an opportunity to assess the students' knowledge of the field of psychology and their expectations for the course. The suggested material lends itself to expansion or limitation depending upon the needs of the students and the particular interests of the teacher. (Cox, p. 3; Engle, pp. 2-4; Kalish, p. 4; Wertheimer, p. 2)

II. DEFINITION

Psychology is that science which attempts to describe, understand, predict, and control behavior.

The teacher may ask the class to define psychology. This might best be approached through class discussion with the teacher guiding the students toward a broad view.

III. HISTORY

Psychology grew out of biology and philosophy and reflects man's continuing concern with understanding and explaining human behavior or "mind." Various explanations have involved supernatural forces, bodily processes, and environmental influences.

The following topics may be of particular interest to the students:

A. Phrenology (Krech, p. 447)

B. Changing treatment of the mentally ill from torture to kindness (Engle, pp. 408-410; Hilgard, pp. 487-490)

C. Freud's contribution (Henneman, pp. 13-14; Wertheimer, pp. 81-83)

D. Pavlov's contribution (Henneman, pp. 11-12; Kalish, pp. 61-63; McKeachie, p. 97)

E. The current group movement (Hilgard, pp. 499-501; Krech, pp. 786-787; Wertheimer, pp. 213-214)

Student readings in these areas may be followed by class discussion.

IV. BRANCHES OF PSYCHOLOGY

The field of psychology may be broadly divided into several branches reflecting particular emphases, such as clinical, experimental, educational, social, and industrial psychology. While each of these areas approach the study of

human behavior from varying perspectives, they are not mutually exclusive. (Cox, pp. 40-42; Engle; pp. 15-16; Henneman, pp. 33-42; Hilgard, pp. 10-13; Kalish, pp. 10-11)

Pose the question to the students, "What does a psychologist do?"

Suggest the following list of activities. Ask the students to identify which of them would be performed by a psychologist.

A. Helps an individual in the area of personal adjustment

B. Performs animal neurosurgery

C. Advises designers of automobile dashboards

D. Facilitates employer-employee relationships

E. Administers tests of personality and intelligence

F. Studies effects of advertising

G. Studies factors involved in learning and memory

H. Trains animals for commercial use

I. Teaches

J. Consults with interior designers

K. Creates propaganda

L. Is instrumental in the development of political campaigns

Point out to the students that all of these and others can be functions of psychologists. This may be the place for the teacher to assess the student's perceptions of the course.

V. PSYCHOLOGY AS A SCIENCE

A. The most obviously allied behavioral sciences are psychology, sociology, and cultural anthropology. Increasingly, the study of physiology is considered a necessary requirement to the study of psychology.

The teacher may define other areas of science and show their relationship to psychology.

B. All scientific methods of inquiry are based on certain principles. Psychological investigation, therefore, involves the following: (1) observation, (2) hypothesis formation, (3) experimentation, (4) data analysis, and (5) conclusions or predictions.

Have the students suggest how they would go about investigating a problem

in psychology. An example of a problem might be the assessment of tenants' attitudes toward the introduction of pets into their apartment building.

(Cox, pp. 26-38; Engle, pp. 6-15; Henneman, pp. 16-30, 44-47; Hilgard, pp. 13-16; Kalish, pp. 13-18; McKeachie, pp. 10-16)

C. The use of statistics permits psychologists to describe and infer behaviors compatible with testable hypotheses. The data are never firmly conclusive but are regarded within degrees of confidence. The behavior of a particular individual cannot be predicted through statistics since statistics apply to group probabilities. The following activities with student participation may be helpful in the discussion of statistics:

1. Describe a group of numbers in terms of three measures of central tendency; mean, median, and mode.

   (Cox, pp. 7-12; Engle, pp. 4-6; Henneman, pp. 42-44; Hilgard, pp. 9-10; Kalish, pp. 8-9)

2. Explain the concept of an normal distribution curve.

3. Give examples of positive, inverse or negative, and zero or no correlation and show that not all correlations reflect cause-effect relationships.

4. Illustrate the above concepts through graphs.

5. Point out that certain predictions can be made for a population on the basis of data drawn from a random sample of that group. Gallup's technique of polling may be cited here.

   (Cox, pp. 39, 332-333; Engle, pp. 571-582; Henneman, pp. 30-33; Hilgard, pp. 16-20, 392; 525; McKeachie, pp. 636-665)

VI. AIDS (to be developed)

VII. EVALUATION EXERCISES (to be developed)

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UNIT II - PREJUDICE

(Modules C-1 through C-7)

Module C-1 PREJUDICE-PERCEPTION

I. CENTRAL PRINCIPLE

From birth, the individual begins a process of perceptual categorizing which becomes increasingly refined over time. Thus, perception of the environment always represents an organization based upon the individual's previous learning. (Kalish, pp. 49-58; Krech, p. 797; McKeachie, pp. 168-172)

II. KEY TERMS

Discrimination (Hilgard)

In perception, the detection of differences between two stimuli. In conditioning, the differential response to the positive (reinforced) stimulus and to the negative (nonreinforced) stimulus.

Perception (Hilgard)

The process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experience, so that perception is more than a passive registration of stimuli impinging on the sense organs.

Set (Hilgard)

A preparation, adjustment, or readiness for a particular kind of action or experience, usually as a result of instructions.

(McKeachie)

The expectancies produced by cues, other than those in the stimulus pattern being perceived, which affect the categorization of the stimulus pattern.

Threshold

The amount of stimulation required to trigger a response.

III. LEARNINGS

A. The student should be able to give examples from his own experience of the concept of "set" as a readiness to perceive in one way rather than another. (Examples: An individual learns a new word and then sees it often or buys a new car and sees that model everywhere.) (Cox, pp. 250-253; Kalish, pp. 49-58; Krech, pp. 172-180; McKeachie, pp. 168-172)

B. To illustrate his understanding of the perceptual discrimination process, the student should be able to give examples of the built-in inevitable trade-off between gain and loss of "vision" when perception is viewed in this way. A better match to reality necessitates narrowing the scope of the reality observed; greater efficiency necessitates a loss of openness. (Example: An architect, artist, businessman, etc., walking down the street

together will see different things. No individual would be able to take in everything.)

C. The student will understand that one of the complications of perception is the varying degree of interpretation which may be involved, from perceptions so basic that they are almost universal to perceptions which are highly individualized.

D. The student will realize that the knowledge that the perception is distorted or false does not necessarily inhibit the perception.

IV. ACTIVITIES AND PROCEDURES

A. Illustrate errors in perception with various senses.

Examples:

1. On a hot day, the pavement appears wet (mirage).

2. Optical illusion (Engle, pp. 297-298; Hilgard, pp. 144-145; Kalish, p. 57; McKeachie, p. 164)

3. With the sense of smell hindered, an individual may not be able to discriminate on the basis of taste.

B. Illustrate varied perception of a single object due to differences in previous learning. Example: Set the stage in three different ways for three different groups of students for a picture (black man and white man on bus together; Wertheimer, p. 148).

C. Read a passage from a book to the class. Ask the students to explain how they perceive a particular character from the passage. Point out that perception itself and motivation to perceive in a certain way are inseparable. The same idea may be obtained from the films Rashamon, Twelve Angry Men, and The Eye of the Beholder. (The latter one is available in the MCPS film library.) The first two are also available in play form.

D. Some illustrations are so compelling in nature that even when recognized as illusions, they are still seen.

1. The Ponzo illusion (Hilgard, p. 144) may be recognized, but one line still appears longer than the other.

2. An airplane pilot flying blind, upon losing his sense of balance, may not believe his instruments.

3. Individuals may realize that they cannot infer intelligence (or criminality) from physical appearance and yet continue to try to do so.

E. Two sets of ten scrambled words, one set at a time, are presented to the students. The experimental set is composed of nine closely-related words (e.g., medical terms, military terms, etc.) and one nonrelated word at the end of the list. The control set is composed of ten nonrelated words.

In each set, the students are to call out the correct word as quickly as possible and the time is noted. The expectation is that once a set is established, the unscrambling process would be progressively shortened; while the list involving no set would show no great change over items. The tenth word in the experimental set should take longer to solve than the first word due to the interference of set when it is no longer appropriate.

Instructions to students:

This is an experiment on anagram solution. As you may know, an anagram is a word with its letters rearranged. I will show you a number of anagrams, one at a time. You are to determine without the aid of paper and pencil what the original word is. Work as rapidly as you can since you will be allowed a maximum of four minutes for each anagram. As soon as you have a solution, call it out. If you cannot solve any anagram in the time allotted, we will stop and go to the next one after I give you the answer. You will solve ten different anagrams. Here is the first anagram.

The teacher should keep track of the solution time with a stop watch. This has been set up to do with the class divided into two groups. The groups should be tested separately. The teacher may decide to take small groups of approximately six students each and have the rest of the class quietly observe. Prepare a graph showing any change in solution times over successive items for each of the two conditions.

The graph may be set up this way:

Experimental Set

Manmdoc (Command)
Redor (Order)
Ramy (Army)
Oybe (Obey)
Lerisod (Soldier)
Vany (Navy)
Tuelsa (Salute)
Nifuomr (Uniform)
Fleri (Rifle)
Ulfro (Flour)

Control Set

Manmdoc (Command)
Whelist (Whistle)
Raich (Chair)
Limk (Milk)
Doroct (Doctor)
Saqure (Square)
Abyrrli (Library)
Molen (Lemon)
Acehb (Beach)
Ulfro (Flour)

Adapted from:
John Jung and Joan Bailey, Contemporary Psychology Experiments: Adaptations for Laboratory (New York: John Wiley and Sons, Inc. 1966) pp. 129-135.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

The student should be able to give examples of how the readiness involved in the concept of set exists on a continuum.

B. Activities and Procedures

1. The teacher might illustrate a continuum of readiness with the example of a mother's alertness to her newborn's crying, then that alertness becoming so acute as to lead the mother to misinterpret other sounds (e.g., other sounds in the house at night) as the sound of the baby crying; or conceivably leading further, to the mother hearing her baby cry in a situation where that is not possible (e.g., mother has had to be hospitalized while the baby remained at home).

2. Students could then be encouraged to give examples where they have been so ready to hear, see, taste, etc. something that they have grossly misinterpreted a sound, sight, flavor, etc. in favor of what they anticipated.

3. Teacher has the students participate in the "water jug" experiment which he depicts on the board. (Krech, p. 427)

VI. RELATIONSHIP TO OTHER MODULES

C-2 Motivation
C-6 Personality
C-7 Social Influences

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

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Module C-2 PREJUDICE - MOTIVATION

I. CENTRAL PRINCIPLES

A. Emotions pervade and color all thinking. Fear, anger, and feelings of inadequacy are among the emotions which frequently contribute to prejudice. (Wertheimer, p. 148)

B. Whenever anyone invests a lot of energy in a task or judgment, he is likely to become committed to the result. Commitment is that which sustains endeavor and yet may include a resistance or reluctance to consider evidence which may cast doubt on the result of one's efforts. (Hilgard, p. 533; McKeachie, p. 621; Wertheimer, p. 621)

II. KEY TERMS

Commitment

The act of pledging oneself to a position on an issue or question.

III. LEARNINGS

A. The student will learn that an individual may adequately control his intellectual expression but not be able to adequately control his emotional expression. This idea is illustrated in the movie, Guess Who's Coming To Dinner. (Delgado, p. 6)

B. The student will understand how a person who feels insecure about his own competence may find reassurance in his degrading of others.

C. The student will recognize that fear and anger are similar physiologically and difficult for the observer to differentiate without contextual cues. (Delgado, pp. 31-36)

D. The student will see that fear may lead to anger and retaliation. This has been illustrated by an overreaction of hostility from the citizens toward all college students due to fear of campus militancy.

E. The student will be able to define and explain commitment.

F. The student will see the relationship between the amount of investment made in terms of time and energy and the degree of commitment obtained.

G. The student should recognize the pros and cons of commitment: that commitment is essential to achievement and yet, once made, limits one's openness to contrasting positions.

IV. ACTIVITIES AND PROCEDURES

A. Make the statement: "Once you've raised your voice, you've lost the argument." Ask the students to explain the implication of that statement. Ask them also for related personal experiences. (Krech, pp. 426-428)

B. Discuss: "Is an individual in the lowest-status job in the community likely to be predisposed to prejudice?"

1. The students should examine the motivation of this individual.

2. Feelings of inadequacy may not accurately reflect reality. Given that, ask the students to explain how a person who has no apparent reason for prejudicial attitudes may behave in that manner.

C. Discuss the pros and cons of commitment making. This may best be done using their own commitments as examples. Consider: football team, dating, career goal, etc.

D. Ask the students to explain why harsh hazing is practiced by groups upon new members. (E.g., The more the new member goes through to become a part of the group, the stronger his commitment to the group.)

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

1. The student will be able to list some of the things he feels committed to as existing on a continuum.

2. The student will be able to suggest what emotions may underlie those strong commitments which he has in common with his classmates. (Here caution would dictate focusing any requests for public statements of strong commitments and underlying emotions in such a manner that the teacher can deal with their commonality in the group, not their idiosyncrasies.)

3. The student will be able to give examples of what he regards as extreme commitment, state which of these he would regard as pathological, and state his reason(s) for so regarding them. (The idea of pathology will require class work and discussion. Is the individual's behavior pathological because it deviates so far from the norm; because the individual is unable to control it; because it is likely to result in physical harm to himself or others? How helpful is the analogy to medicine where pathology is defined as disease? Are value judgments involved in the psychological definition of pathology? (See Hilgard, p. 466; pp. 498-499)

B. Activities and Procedures

To stimulate discussion of commitment, the teacher might cite some examples of commitment, see how the students regard them in terms of commitment, if they distinguish among them, and on what basis. Some examples:

1. The Kamikazi pilots in World War II

2. Youths who have gone to jail for deliberately refusing induction, currently or during other wars of this country

3. Members of associations convinced of the existence of flying saucers many of whom testify to the flights they have taken in flying saucers (The Aetherius Society,* The College of Universal Wisdom*)

4. Members of the National Socialist Party of Arlington, Virginia

5. People whose explanations of all political affairs are based on some "devil" theory, e.g., what's wrong with this country is the fault of the Democrats; or the Wall Street financiers; or the radicals; or a breakdown in traditional moral values; etc.

6. People who spend all of their spare time on: anti-pollution causes; on population control movement; on world government; on women's lib; etc.

7. Buddhist monks in Vietnam who immolated themselves to protest governmental action; American youths who have done the same thing.

The teacher could then move the discussion to the kinds of commitments common among the students. What are they? Preparation for college? Getting along with a group of peers? Working for student civil liberties? Further questions which may be asked about the nature of commitment: When is it reasonable? When pathological? Is there such a thing as "balanced" or "reasoned" commitment and how does an individual manage it? Do we all have commitments which go so deep that we are substantially unaware of them? How would one characterize these?

VI. RELATIONSHIP TO OTHER MODULES

C-4 Thinking
C-7 Group and Societal Influences

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

IX. REFERENCES

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Module C-3 PREJUDICE - LEARNING

I. CENTRAL PRINCIPLE

Reinforcement and generalization are key explanatory principles in learning theory and have direct application in everyday life. (Kalish, p. 63)

II. KEY TERMS

Generalization (Hilgard)

In concept formation, problem solving, and transfer of learning, the detection by the learner of a characteristic or principle common to a class of objects, events, or problems. (Sanford and Wrightsman) In conditioning, the giving of the same response to new but similar stimuli or stimulus situations.

Reinforcement (Hilgard)

In classical conditioning, the experimental procedure of following the conditioned stimulus by the unconditioned stimulus. In operant conditioning, the analogous procedure of following the occurrence of the operant response by the reinforcing stimulus, i.e., a reward.

III. SUBSTANTIVE LEARNINGS

A. With regard to reinforcement

1. The student will know a definition of reinforcement and be able to give examples from everyday life which his definition illustrates

2. The student will be able to explain how it is that in everyday life we are generally dealing with secondary rather than primary reinforcement. Similarly, he will be able to explain how influences serving to confirm prejudice, such as those influences noted in modules C-1, C-5, C-6, and C-7 are examples of secondary reinforcement. (Engle, p. 49)

B. With regard to generalization

1. The student will know a definition of generalization and will be able to give commonplace examples which illustrate his definition. (Engle, pp. 50-59)

2. The student will learn one classical experiment relating reinforcement to generalization and be able to illustrate this relationship when given examples of prejudiced behavior. (Cox, pp. 197-198; Dinsmore, pp. 9-11, 30-33; Engle, pp. 50-59; McKeachie, pp. 96-113)

IV. ACTIVITIES AND PROCEDURES

Ask the students to name situations or stimuli to which they have learned conditioned responses. (Examples: response to one's own name; stopping in

traffic at a red light; changing classes at the school bell; saying "Fine, thank you. How are you?" or any variant of this in response to a greeting; moving in the school corridors so as not to bump into other students; starting to read when the eye falls on a printed page.) Then, the students having been introduced to one or more definitions of reinforcement, ask them to consider what might be the reinforcements in the release of these various behaviors. Some of the answers should have to do with the avoidance of punishment or danger (stopping at a red light; not bumping into others; washing hands when they are dirty; etc.). But some of the answers should lead to the notion that often the reinforcement is a feeling of satisfaction or avoidance of guilt in accordance with an internalized norm which was once externally reinforced (i.e., secondary reinforcement viewed developmentally).

This latter idea of reinforcement can be used to lead the discussion toward consideration of the comparative amounts of primary and secondary reinforcement in everyday life, and to speculation about the sources of this secondary reinforcement. What earlier learnings is it based on? To stimulate discussion consider:

A. The miser who would not spend his money even if hungry

B. The student who takes a course because it is required, then becomes interested in pursuing further study in that area

C. Or have the students consider the following excerpt from a convocation address at the University of Chicago:*

> "Surely it is the road traveled and not any particular destination that justifies liberal education. Surely what we mean by the free play of the mind is a play of the mind without some secret pay-off in the future. Surely the ultimate justification of a university education is not something that could be destroyed if the student's life ended on the day of graduation. Ask yourself whether you would consider yourself cheated if some sort of flaming disaster struck Rockefeller Chapel and took all of us to the kind of unexpected death that may, in fact, meet some of us during the next year, because you had spent your last years struggling for an education? I suspect that some of you would feel cheated, but if you would, if you do not feel any sense that these recent years have been in some degree self-justifying, I feel sorry for you."

The students may want to discuss this passage in terms of "living for the moment," existentialism, etc. Ask them to consider it as a statement about secondary reinforcement. What might be some of the previous learnings required upon which to make education--college or high school--reinforcing of itself? (Cox, pp. 197-198; McKeachie, pp. 96-113)

* Wayne C. Booth. "Mr. Gradgrind, 1965." The University of Chicago Magazine, May, 1965.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

The student will be able to describe an experiment showing that early learning which is deviant from the norm can result, even in individuals with a normal learning capacity, if the opportunity for that learning is not made available in the environment.

B. Activities and Procedures

Refer to and discuss studies of children reared in orphanages. (Spitz, pp. 267-284) The infant reared in comparative social isolation or emotional deprivation will frequently be apathetic, engage in head banging and rocking behavior, and show signs of perceptual deficit.

Refer to and discuss studies of adult sensory deprivation or relative isolation which show that the body needs an optimal amount of stimulation in order to function normally. (McKeachie, p. 203-5)

VI. RELATIONSHIP TO OTHER MODULES

C-4 Thinking
C-6 Personality

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

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Module C-4 PREJUDICE - THINKING

I. CENTRAL PRINCIPLE

Complex situations require a tolerance for delaying judgment until sufficient evidence is available on which to draw an adequate conclusion. When judgment is not delayed in such situations, generalizations are often relied upon, one type of which is stereotyping. Stereotyping is the cognitive aspect of prejudice. (Kalish, p. 372)

II. KEY TERMS

Adaptability (Adaptive behavior) (Hilgard)

Behavior that brings the organism into adjustment with its variable environment

Ambiguity (McKeachie)

The arousal of mutually exclusive concepts by a stimulus pattern

Ambiguity, tolerance for -

The ability to accept the ambiguous situation without undue anxiety

Cognition

Awareness, including perceiving, remembering, reasoning, and other means of knowing about oneself and one's environment

Generalization (Hilgard)

In concept formation, problem solving, and transfer of learning, the detection by the learner of a characteristic or principle common to a class of objects, events, or problems. (Sanford and Wrightsman) In conditioning, the giving of the same response to new but similar stimuli or stimulus situations.

Stereotype (Hilgard)

A biased generalization, usually about a social or national group, according to which individuals are falsely assigned traits that they do not possess.

III. LEARNINGS

A. The student should be able to give examples of generalizations, and of stereotypes as one kind of generalization. (Engle, glossary, pp. 50-59; Kalish, pp. 81-82)

B. The student should be able to illustrate the adaptive value of generalization. (Wertheimer, pp. 179-181)

C. The student should be able to cite examples he has encountered of low tolerance for ambiguity leading to premature generalization. (Kalish, p. 372)

D. Among the examples cited in C above, the student will be able to distinguish those in which the complexity of the situation, combined with low tolerance for ambiguity, led to oversimplification and stereotyping. (Engle, p. 151; Hilgard, pp. 405-406; Kalish, pp. 81-82; McKeachie, p. 376)

IV. ACTIVITIES AND PROCEDURES

A. Discuss with the students the notion that generalities may be scaled on two continua: (1) with regard to their usefulness to the individual believing them, and (2) with regard to their correspondence to reality, and that these do not always coincide for a given generalization.

Example:

The generalization, "Bears in national parks are dangerous," may be scaled on these continua in the following way:

Usefulness:

low _____ (Bears...are dangerous) high

Correspondence to reality:

low (Bears...are dangerous) _____ high

1. Redheads are hot-tempered.
2. Streams in this country are polluted.
3. Under threat of attack by an animal, it is better not to look afraid.
4. All artists are Bohemian.
5. Scientists know little of literature and the arts.
6. Doctors have poor handwriting.

B. Have students pick a group, then volunteer what they think of as typical characteristics of that group until they have arrived at a list of characteristics on which there is general agreement.

Example: Liberal, political crusader

1. Middle class?
2. Not an elected official?
3. Idealistic?
4. Professional?
5. Socially-oriented?
6. Striver?
7. Emotional?
8. Publicity-seeking?
9. Intelligent?
10. Soft-hearted?

The teacher should then elicit from the students a list of well-known figures they think belong within the group and, based on their list of characteristics, have them examine how well each figure fits the stereotype. Possibilities for this example might be: Ralph Nader, John Gardner, Robert McNamara, or other figures well enough known to be used for the exercise.

Other possible groups to stereotype are: W.A.S.P.'s (White Anglo-Saxon Protestants), Blacks, Jews, Italians, movie stars, folk singers, etc.

C. Play "20 Questions," using a well-known figure such as an entertainer, in order to show that stereotypes can be useful in narrowing down a field of choices.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

The degree of "privateness" or personal idiosyncrasy involved in the explanation of a stereotype, proverb, or other generalization may be used as a criterion of pathology in thinking. The student, given a proverb, will be able to give a "public" and a "private" explanation of its meaning. (See N. Cameron. "Experimental Analysis of Schizophrenic Thinking." In Language and Thought in Schizophrenia, ed. J.S. Kasanin. Berkeley: University of California Press, 1944. pp. 50-63.

B. Activities and Procedures

Read some responses given by schizophrenics to a set of proverbs and discuss these in relation to the "private" vs. "public" continuum. Have the students guess at some of the associations underlying the schizophrenic explanations. Then the students might be given a list of proverbs and asked (volunteers only; no student should be made to give his own "schizophrenic" explanations, orally in class or on paper) to make up some "private" definitions. What makes these "private?" The teacher might want the students to consider at this point the difficulty of communicating abstract thoughts, and what it is that makes some of these communications more successful than others (e.g., shared frame of reference and commonality of associations within it).

VI. RELATIONSHIP TO OTHER MODULES

C-1 Perception
C-5 Developmental
C-6 Personality
C-7 Group and Societal Influence

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES

Possible question: Generalization: Is it possible to tell, given only the statement itself, whether or not it is a stereotype?

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Module C-5 PREJUDICE - DEVELOPMENTAL

I. CENTRAL PRINCIPLE

While there are different views about and different ways of formulating what the newborn brings with him into the world, there is general agreement that man has few, if any, built-in patterns of behavior.

II. KEY TERMS

Aggregate

The least significant form of a group; one in which there is little social interaction

Drive (Hilgard)

An aroused condition of the organism based upon deprivation or noxious stimulation, including tissue needs, drug or hormonal conditions and specified internal or external stimuli as in pain

Instinct (Hilgard)

The name given to unlearned, patterned, goal-directed behavior, which is species-specific, as illustrated by nestbuilding in birds or by the migration of salmon. (Sanford and Wrightsman) An unlearned behavior pattern that appears in full form when there is an adequate stimulation

Need (Hilgard)

A physical state involving any lack or deficit within the organism

Patterned Behavior

A goal oriented sequence of behaviors which may involve innate and/or learned components

Predisposition

Being already set (in terms of heredity or learning) to react in a certain way See Set module C-1.

III. LEARNINGS

A. The student will learn at least one definition of patterned behavior as applied to inborn responses. (Engle, pp. 331-333; Hilgard, p. 303)

B. The student will be able to cite examples to show that man, unlike many other species, is born with little, if any, patterned behavior. (Gray, pp. 25-27)

C. The student will be able to discuss the relationships between man's lack

of built-in patterned behavior and man's prolonged period of dependency, his need for training and learning, and his adaptability.

D. The student will be able to explain how the question of man's predisposition to such emotions as love and hate raises the issue of the comparative effects of heredity and environment in man's behavior. (McKeachie, pp. 211-214)

*E. The student should be able to name two or more of the theoretical concepts used to characterize built-in patterns of behavior and to cite and compare some of the examples of behavior used to support each.

*F. The student should be able to compare two or more of the above concepts with regard to their implications for a built-in predisposition to prejudice. (Cox, pp. 276-277; Hilgard, p. 304)

IV. ACTIVITIES AND PROCEDURES

A. Discussion groups, followed by reading, followed by further discussion.

1. The teacher might initiate discussion by posing the large issue of whether there exists in man a predisposition to prejudice. If the groups feel that the answer is obviously no, the teacher might raise the issue of universal or almost universal prejudices (against inferiors, however defined; against deformity; against strangers). If these are all learned, what is it about people that predisposes them so generally to these prejudices? Or the teacher might wish, in the same vein, to raise the issue of universal or almost universal fears (of darkness; of the abnormal; of snakes) and ask whether such general fearfulness is not in itself a predisposition to prejudice.

2. If the group feels that the answer to the original question is obviously yes, the teacher should raise issues connected with the paucity of truly universal prejudices and fears and the difficulty of being sure even of these. Depending on the group's ability, the teacher may want to structure the reading which follows the initial discussion by pointing out the importance of precisely defining predisposition (perhaps calling attention to such terms as inborn pattern of response, instinct, drive, need, etc.). He may also want the group to examine prejudice, learning, etc. and the fact that these bear directly on the issue of the relative contributions of heredity and environment.

3. Readings may be pursued by individuals or small groups with care taken in assignments to ensure coverage of the theoretical concepts bearing on the issue and sufficient diversity among the individuals or groups to promote interest in the discussion which follows the reading. The substantive learnings for the student should provide some goals and structure for the discussion.

*For the more advanced student

B. Lecture, followed by reading and discussion.

This alternative may be chosen when the teacher sees the need for structure prior to initial discussion, either because the class would be unable to discuss so general an issue as whether man is predisposed to prejudice or because they would be all too prone to loose discussion, then be discouraged by it.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

The student will be able to explain that the very nature of the concept of innate behavior pattern is such that it does not lend itself to being placed on a normal-abnormal continuum.

B. Activities and Procedures

The teacher will probably have to take an active role in making this point clear. Perhaps the students could try to put some human innate behavior, e.g., fear of loud noises or fear of falling on a normal-abnormal continuum, to see that it cannot be done. The teacher may need to point out, during this effort, that there may well be a continuum with regard to responsiveness (i.e., infants differ in the amplitude of their response to a loud noise), but that this is not to relate to pathology.

VI. RELATIONSHIPS TO OTHER MODULES

C-1 Perception
C-2 Motivation
C-3 Learning

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

IX. REFERENCES

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Module C-6 PREJUDICE - PERSONALITY

I. CENTRAL PRINCIPLE

Defense mechanisms are largely unconscious aspects of character structure. They have the enduring quality of habitual responses in unfamiliar or other difficult situations and, as such, possess advantages and disadvantages for the individual. They help the individual to cope efficiently and defend against difficulties. At the same time, they are responses shaped more by the most frequent or important needs of the individual rather than by the requirements of a particular situation. Two defense mechanisms which reflect this latter disadvantage and often contribute to prejudice are displacement and projection. (Cox, pp. 324-327; Hilgard, pp. 454-462; Kalish, pp. 285-293; McKeachie, pp. 285-293)

II. KEY TERMS

Defense Mechanisms (Hilgard)

An adjustment made, often unconsciously, either through action or the avoidance of action in order to escape recognition by oneself of personal qualities or motives that might lower self-esteem or heighten anxiety.

Displacement (Cox)

A straightforward substitution of a less threatening goal for the original.

(Hilgard) The substitution of one object for another as a source of gratification.

Projection (Hilgard)

A defense mechanism by which a person protects himself from awareness of his own undesirable traits by attributing those traits excessively to others.

Scapegoating (Hilgard)

A form of displaced aggression in which an innocent or helpless victim is blamed or punished as the source of the scapegoater's frustration.

Unconscious (Munn)

The absence of awareness of some desires, experiences, concepts, and information which, under ordinary situations, are not generally available on the conscious level.

III. LEARNINGS

A. The student will be able to define and cite examples of defense mechanisms in general, and displacement and projection in particular, from

his own experience. (Lundin, pp. 18-25)

B. The student will be able to describe, with regard to one or more of the defense mechanisms he has cited, one way in which the defense mechanism can be advantageous. (Lundin, pp. 18-25; McKeachie, pp. 392-398)

C. The student will be able to describe with regard to one or more of the defense mechanisms he has cited, one way in which the defense mechanism can be disadvantageous. (McKeachie, pp. 392-398)

D. The student will be able to cite an example of a defense mechanism leading to a prejudical conclusion.

E. The student will be able to see that the mechanisms most directly related to scapegoating are displacement and projection. (Cox, p. 326-327; Engle, pp. 334-344; McKeachie, pp. 384, 386)

*F. The student will be able to discuss why the individual has little control over the use of his defense mechanisms.

IV. ACTIVITIES AND PROCEDURES

A. Give the student a problem and ask him to tell how he would handle the problem by the use of at least two defense mechanisms (besides those of displacement and projection) such as sublimation, compensation, etc.

B. Have the student make up a case study and then be able to discuss the defense mechanism used. He should note whether he feels the defense mechanism used is adaptive or maladaptive and support his conclusion.

C. Discuss the question "Should a person strive to encounter reality directly at all times; i.e., without recourse to a defense mechanism?" (Cox, p. 324)

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

The student will be able to distinguish between suppression and repression in everyday habits and activities, giving one or more examples of each, and see these as on a continuum with regard to awareness.

B. Activities and Procedures

1. Following the reading of a particularly charged interpersonal interaction in literature (e.g., a passage from the last act of O'Neil's Long Day's Journey Into Night), ask the students to identify examples of suppression and repression in the characters' behavior.

2. Ask the students to consider the explanations commonly given for

* For the more advanced student

continuing the habit of smoking, for overeating in the face of a doctor's advice against it, for not using the safety belt and/or harness when traveling by car, etc., and discuss the explanations in terms of the degree of awareness they indicate of the dangers involved.

VI. RELATIONSHIP TO OTHER MODULES

C-1 Perception
C-2 Motivation
C-7 Group and Societal Influence

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

IX. REFERENCES

Cox, Frank. Psychology. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1970. ch. 11.

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Kalish, Richard A. The Psychology of Human Behavior. 2nd ed. Belmont, California: Brooks, Cole Publishing Company, 1970. ch. 14.

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Module C-7 PREJUDICE - SOCIETAL AND GROUP INFLUENCES

I. CENTRAL PRINCIPLE

A. It is the individual's perception of reality rather than reality itself which determines his behavior.

B. Our perceptions of reality can be influenced by the perceptions of others.

C. Our perception of reality can influence and alter social reality. (Engle, pp. 502-505; Hilgard, pp. 515-523)

II. KEY TERMS

Aggregate

The least significant form of a group in which there is little social interaction.

Crowd (Munn)

A temporary group of people interacting with each other and having some common focus of attention; an active crowd may be referred to as a mob; a passive crowd as an audience.

Expectation (Hilgard)

An anticipation or prediction of future events based on past experience and present stimuli.

Group

A collection of persons which can range in degree of interaction from none to extreme.

Perception (Hilgard)

The process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experience so that perception is more than a passive registration of stimuli impinging on the sense organs.

Reality, Physical

Something that exists independently from ideas concerning it.

Reality, Social

The objective appraisal of physical reality as shaped by the attitudes and biases of a social group.

Self-Fulfilling Prophecy (Kalish)

A statement about what will happen in the future that helps cause the predicted circumstance to occur; e.g., a student who expects to fail in a course may behave in such a fashion because of his expectation that he does fail.

III. LEARNINGS

A. Given a complex social interaction, the student will be able to relate his interpretation of the situation to group influences upon him. (Wertheimer, pp. 136-144)

B. The student will be able to give examples from his own experience of how expectation can affect social reality and how social reality in turn reinforces expectation. (Kalish, pp. 81-83)

C. The student will be able to distinguish the degree of influence on an individual member of a group, aggregate, or mob, with regard to:

1. Duration of influence
2. Strength of impact

D. The student will be able to relate characteristics of the individual, such as those illustrated in Modules C-1 and C-6, to the likely impact of the group, aggregate, or the mob on the individual.

IV. ACTIVITIES AND PROCEDURES

A. Illustrate the influence of the group upon the individual's behavior.

1. Call for instances in public life where an individual has done something in a group which he would not have done on his own. (McKeachie, pp. 581-583)

2. Ask students to recall examples of such behavior from their own experiences in pre-teen groups.

3. Now ask the students to relate this to their present groups.

4. In any of these instances with their own group, did the group serve to make them take hostile and aggressive action which they would not have taken as an individual?

5. Can the student relate any of these instances to prejudice?

6. Can knowing the types of groups to which a person belongs help us conjecture about his personality?

7. Choose newspaper clippings to illustrate radically changed treatment of, and attitudes toward wartime enemies only a few years after the war's end (e.g., Germans, Japanese during and after World War II).

8. Illustrate, via rapid shifts in social attitudes, the strength of group influence regarding sex, appropriate dress or grooming. For example: not long ago it was nearly impossible for a boy to wear his hair long. Picture what he would have had to endure. Could he have resisted the influence of the group's attitude toward his apparent deviancy? Whatever he did, would he not have been reacting (or over-reacting) to that influence? And why would he have been wearing his hair long, anyway? Consider that, not long ago, there were problems for a girl wearing slacks, levis, or shorts to school. Perhaps move from this to a discussion of the impact of the group's attitude toward the short, slender male; toward the pretty, well-build girl. How strong is the impact of these group attitudes and how changeable are they?

B. Ask the student to list the groups to which he belongs.

1. Formal groups: He will probably name these first.

2. Informal groups: He may be hesitant to acknowledge these groups. Ask the student if these groups influence his attitudes, perhaps in a prejudicial way.

C. Show a film of a traffic collision. Stop the film immediately after the collision and ask the students to determine who was at fault. Relate their interpretations to group influences on them.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

In relation to student learnings (III-A and III-D of this module), the student will be able to illustrate how the influence of a particular kind of group may vary due to the individual's susceptibility.

B. Activities and Procedures

1. A good illustration of the range of responses of an audience may be found in the reactions to the hardship or death of a highly popular character in a TV or radio serial. These can be shown to vary from disappointment, to strong protests delivered to the station or network, to the sending of gifts, letters of mourning, etc. as though the characters and their troubles actually existed.

2. Another continuum, closer to the student, could be found in the range of responses of the spectators at an exciting football game, etc.

VI. RELATIONSHIP TO OTHER MODULES

C-1 Perception
C-2 Motivation
C-5 Developmental Aspects
C-6 Personality

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

IX. REFERENCES

Engle, T.L. and Snellgrove, Louise. Psychology: Its Principles and Applications. 5th ed. New York: Harcourt, Brace, and World, Inc., 1969. ch. 17.

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UNIT III - GROUP AND SOCIETAL INFLUENCES

(Modules 7-A through 7-E)

Module 7-A GROUP AND SOCIETAL INFLUENCES
CONFLICT, VIOLENCE, AND CONFLICT RESOLUTION

I. CENTRAL PRINCIPLES

A. The individual behaves differently in groups than when alone, in part because the individual's behavior in the group is reflected back to him and thus accentuated or otherwise modified. (Wertheimer ed., pp. 201-249, McKeachie p. 583)

B. Conflict cannot continue indefinitely without some sort of resolution, be it constructive or destructive.

II. KEY TERMS

Conflict

Controversy, disagreement, or oppostion between two or more persons or groups of persons.

Mob

Active crowd which is showing strong emotion of a hostile and frequently aggressive nature.

III. LEARNINGS

A. The student will be able to illustrate how the individual may conform to behaviors of the group as a function of his own needs and his fears of rejection. (Kalish, pp. 329-330)

B. The student will be able to explain why a soldier, for instance, may carry out orders which are inconsistent with his moral convictions. (McKeachie, p. 583)

C. The student will be able to relate the degree of an individual's deviant behavior to the group context, ranging from a small intimate gathering to a rioting mob, as a function of increasing anonymity. (Hilgard, pp. 518-519)

D. The student will realize that resolution can be achieved in any number of ways from victory in war, to peaceful negotiation, to a simple dispersement of a group.

E. The student will understand that a high level of emotionality in a mob cannot be sustained. Persistent attempts at some form of resolution are therefore inevitable. He will be able to explain this through use of information obtained from readings about stress tolerance. (Kalish, pp. 278-300)

IV. ACTIVITIES AND PROCEDURES

A. Ask the student to cite examples of leaders who were able to excite emotionality in crowds such as Martin Luther King, Adolph Hitler, Mark Anthony, Billy Graham, Janis Joplin, and various rock groups.

B. Discuss the violence which took place in West Side Story in terms of the learnings mentioned above.

C. Consider the following questions with the class: When does an orderly crowd of demonstrators turn into a mob? What does this do to an individual in the group?

D. Discuss the Calley case (and other cases of war crimes such as the Nuremburg Trials). Explain Lt. Calley's behavior and the behavior of the others involved. (Wertheimer, Confrontation, pp. 92-95)

E. Pose the question: With regard to the use of uniforms in organizations, what relevance does this have to anonymity within a group. The use of hoods in the Ku Klux Klan would be an extreme example.

F. The students should read and discuss studies dealing with the effects of stress. (McKeachie, pp. 521-525; Krech, pp. 603-604; Hilgard, p. 48; Cox, p. 341; Kalish, pp. 267-268)

G. Have the students discuss the effects of the stress of the group on the individual's own stress level.

H. Ask the students to list various ways in which conflict is resolved. Describe each in terms of the amount of emotionality involved.

V. AIDS (to be developed)

VI. EVALUATION EXERCISES (to be developed)

VII. REFERENCES

Cox, Frank. Psychology. Dubuque, Iowa: William C. Brown Publishing Company, 1970. ch. 12.

Hilgard, Ernest R.; Atkinson, Richard C.; Atkinson, Rita L. Introduction to Psychology. 5th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1971. ch. 2, 22.

Kalish, Richard A. The Psychology of Human Behavior. 2nd ed. Belmont, California: Brooks, Cole Publishing Company, 1970. ch. 13, 14, 16.

Krech, David; Crutchfield, Richard S.; Livson, Norman. Elements of Psychology. New York: Alfred A. Knopf, Inc., 1969. ch. 37.

McKeachie, Wilbert James, and Doyle, Charlotte Lackner. Psychology. 2nd ed. Reading, Massachusetts: Addison-Wesley Publishing Company, 1970. ch. 14, 15.

Module 7-B
GROUP AND SOCIETAL INFLUENCES - IDENTITY AND IDENTITY CRISIS

I. CENTRAL PRINCIPLE

The critical stage in adolescent identity formation (as defined by Erikson: sense of productivity vs. sense of inferiority) involves an accentuated interaction between the individual and groups. This identity formation process involves both inclusion and exclusion with regard to groups. (McKeachie, p. 557; Wertheimer, pp. 131-138)

II. KEY TERMS (none for this module)

III. LEARNINGS

A. The student should recognize that adolescent relationships permit the severing of dependent ties with the home and the development of autonomy. (Kalish, pp. 186-190)

B. The student should be able to explain how the extent of identity confusion in an adolescent may serve to determine the strength of attraction he feels toward a distinctively-visible group. (Kalish, pp. 186-190; McKeachie, p. 557; Wertheimer, pp. 131-138)

C. The student will be able to conclude from readings and discussion that the greater the perceived threat to the individual from outside forces, the more likely he is to affiliate with a highly cohesive group. (Kalish, pp. 186-190; McKeachie, p. 557; Wertheimer, pp. 131-138)

D. If the student understands that an individual joins a group composed of persons highly similar to himself, and after joining it the similarities appear to increase, he will be able to explain why perceived differences in other groups become magnified and are often erroneous. (Cox, p. 247; Kalish, p. 329)

IV. ACTIVITIES AND PROCEDURES

A. Ask the student to describe the roles which he assumes in various situations. (The difference between play-acting and assuming a role should be made clear.) (Engle, pp. 488-490)

B. Suggest situations in which roles are in conflict, e.g., home vs. school. (Engle, pp. 488-490; Wertheimer, pp. 136-137)

C. Read Erikson's theory as it pertains to the search for identity in adolescence. (Erikson, Childhood and Society, ch. 7 and 8; Erikson, Identity: Youth and Crisis, ch. 3. Hilgard, p. 416; Krech, pp. 751-752)

D. Have the students role play a particular individual in various situations. (Wertheimer, pp. 136-137)

E. Have the student(s) name a social group to which he belongs and discuss its characteristics in terms of similarities to and differences from himself.

F. Have the student(s) describe characteristics of a group to which he does not belong.

V. AIDS (to be developed)

VI. EVALUATION EXERCISES (to be developed)

VII. REFERENCES

Cox, Frank. Psychology. Dubuque, Iowa: William C. Brown Publishing Company, 1970. ch. 9.

Engle, T. L., and Snellgrove, Louise. Psychology: Its Principles and Applications. 5th ed. New York: Harcourt, Brace and World, Inc., 1969. ch. 17.

Erikson, Erik H. Childhood and Society. New York: W. W. Norton, 1963. ch. 7, 8.

——. Identity: Youth and Crisis. New York: W. W. Norton, 1968. ch. 3.

Hilgard, Ernest R.; Atkinson, Richard C.; Atkinson, Rita L. Introduction to Psychology. 5th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1971. ch. 17.

Kalish, Richard A. The Psychology of Human Behavior. 2nd ed. Belmont, California: Brooks, Cole Publishing Company, 1970. ch. 16.

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Wertheimer, Michael; Bjorkman, Mats; Lundberg, Ingvar; Magnusson, David. Psychology: A Brief Introduction. Glenview, Illinois: Scott, Foresman and Company, 1971. ch. 5.

Module 7-C PREJUDICE - SOCIETAL AND GROUP INFLUENCES

I. CENTRAL PRINCIPLE

A. It is the individual's perception of reality rather than reality itself which determines his behavior.

B. Our perceptions of reality can be influenced by the perceptions of others.

C. Our perception of reality can influence and alter social reality. (Engle, pp. 502-505; Hilgard, pp. 515-523)

II. KEY TERMS

Aggregate

The least significant form of a group in which there is little social interaction.

Crowd (Munn)

A temporary group of people interacting with each other and having some common focus of attention; an active crowd may be referred to as a mob; a passive crowd as an audience.

Expectation (Hilgard)

An anticipation or prediction of future events based on past experience and present stimuli.

Group

A collection of persons which can range in degree of interaction from none to extreme.

Perception (Hilgard)

The process of becoming aware of objects, qualities, or relations by way of the sense organs. While sensory content is always present in perception, what is perceived is influenced by set and prior experience so that perception is more than a passive registration of stimuli impinging on the sense organs.

Reality, Physical

Something that exists independently from ideas concerning it.

Reality, Social

The objective appraisal of physical reality as shaped by the attitudes and biases of a social group.

Self-Fulfilling Prophecy (Kalish)

A statement about what will happen in the future that helps cause the predicted circumstance to occur; e.g., a student who expects to fail in a course may behave in such a fashion because of his expectation that he does fail.

III. LEARNINGS

A. Given a complex social interaction, the student will be able to relate his interpretation of the situation to group influences upon him. (Wertheimer, pp. 136-144)

B. The student will be able to give examples from his own experience of how expectation can affect social reality and how social reality in turn reinforces expectation. (Kalish, pp. 81-83)

C. The student will be able to distinguish the degree of influence on an individual member of a group, aggregate, or mob, with regard to:

1. Duration of influence
2. Strength of impact

D. The student will be able to relate characteristics of the individual, such as those illustrated in Modules C-1 and C-6, to the likely impact of the group, aggregate, or the mob on the individual.

IV. ACTIVITIES AND PROCEDURES

A. Illustrate the influence of the group upon the individual's behavior.

1. Call for instances in public life where an individual has done something in a group which he would not have done on his own. (McKeachie, pp. 581-583)

2. Ask students to recall examples of such behavior from their own experiences in pre-teen groups.

3. Now ask the students to relate this to their present groups.

4. In any of these instances with their own group, did the group serve to make them take hostile and aggressive action which they would not have taken as an individual?

5. Can the student relate any of these instances to prejudice?

6. Can knowing the types of groups to which a person belongs help us conjecture about his personality?

7. Choose newspaper clippings to illustrate radically changed treatment of, and attitudes toward wartime enemies only a few years after the war's end (e.g., Germans, Japanese during and after World War II).

8. Illustrate, via rapid shifts in social attitudes, the strength of group influence regarding sex-appropriate dress or grooming. For example: not long ago it was nearly impossible for a boy to wear his hair long. Picture what he would have had to endure. Could he have resisted the influence of the group's attitude toward his apparent deviancy? Whatever he did, would he not have been reacting (or over-reacting) to that influence? And why would he have been wearing his hair long, anyway? Consider that, not long ago, there were problems for a girl wearing slacks, levis, or shorts to school. Perhaps move from this to a discussion of the impact of the group's attitude toward the short slender male; toward the pretty, well-built girl. How strong is the impact of these group attitudes and how changeable are they?

B. Ask the student to list the groups to which he belongs.

1. Formal groups: He will probably name these first.

2. Informal groups: He may be hesitant to acknowledge these groups. Ask the student if these groups influence his attitudes, perhaps in a prejudicial way.

C. Show a film of a traffic collision. Stop the film immediately after the collision and ask the students to determine who was at fault. Relate their interpretations to group influences on them.

V. THE NORMAL - ABNORMAL CONTINUUM

A. Learnings

In relation to student learnings (III-A and III-D of this module), the student will be able to illustrate how the influence of a particular kind of group may vary due to the individual's susceptibility.

B. Activities and Procedures

1. A good illustration of the range of responses of an audience may be found in the reactions to the hardship or death of a highly popular character in a TV or radio serial. These can be shown to vary from disappointment, to strong protests delivered to the station or network, to the sending of gifts, letters of mourning, etc. as though the characters and their troubles actually existed.

2. Another continuum, closer to the student, could be found in the range of responses of the spectators at an exciting football game, etc.

VI. RELATIONSHIP TO OTHER MODULES

C-1 Perception
C-2 Motivation
C-5 Developmental Aspects
C-6 Personality

VII. AIDS (to be developed)

VIII. EVALUATION EXERCISES (to be developed)

IX. REFERENCES

Engle, T. L. and Snellgrove, Louise. Psychology: Its Principles and Applications. 5th ed. New York: Harcourt, Brace, and World, Inc., 1969. ch. 17.

Hilgard, Ernest R.; Atkinson, Richard C.; Atkinson, Rita L. Introduction to Psychology. 5th ed. New York: Harcourt, Brace, Jovanovich, Inc., 1971. ch. 23.

Kalish, Richard A. The Psychology of Human Behavior. 2nd ed. Belmont, California: Brooks, Cole Publishing Company, 1970. ch. 5.

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Module 7-D

GROUP AND SOCIETAL INFLUENCES
CONTROL OVER SELF AND CONTROL OVER OTHERS

I. CENTRAL PRINCIPLES

A. Delay of gratification (impulse control) is basic to civilized life. The influence of the group on the individual's control over self, will differ at different stages of his development. (Hilgard, pp. 515-523; McKeachie, pp. 545-590)

B. The influence and control of groups on each of us is pervasive and profound.

II. KEY TERMS

Delay of Gratification

Postponement of immediate satisfaction in favor of an anticipated greater satisfaction at a later time.

Internalization

(Kalish) The taking on of the values, attitudes, beliefs, ideas, wishes, and goals of another person as your own; the general cultural values are transmitted from parent to child in this fashion.

That process by which, standards originally derived from influences outside of a person become his own, that is, they form an enduring part of the person's self and are no longer dependent upon the application of external forces.

III. LEARNINGS

A. The student will be able to trace the development of self-discipline through his understanding of the internalization of parental controls on impulsive behavior. (Kalish, pp. 168-174)

B. The student will be able to explain how the questioning of parental teachings during adolescence, such as the delay of gratification, is related to a yielding to and acceptance of the pressures exerted by the peer group which is a part of the separation process involved in the adolescent search for identity. (Krech, pp. 751-752; McKeachie, pp. 485-496)

C. The student should be able to discuss why such groups as Alcoholics Anonymous, Weight Watchers, Synanon, etc., are effective. (For the teacher: notion of the need for group reinforcement for certain patterns of delay which the individual hopes to achieve.)

D. The student will recognize that most of the group controls on the individual are indirect and subtle, as in the parental influence on sex-role behaviors, language development, achievement motivation, and self-esteem. (Kalish, pp. 173-174; Wertheimer, p. 138)

E. The student will consider how to reconcile the idea of self-determination of behavior with that of the shaping process effected by society through selective reinforcement.

IV. ACTIVITIES AND PROCEDURES

A. Discuss Huxley's Brave New World and/or Skinner's Walden II.

B. Ask the students to explain the implications of "Education is primarily a branch of behavioral technology."

C. Discuss these questions: Can man ever be "free"? Should man ever be "free"?

D. Have the students name some groups which exercise control either directly or indirectly. Examples:

Direct	Indirect
Law enforcement agencies	Welfare agencies
Family	Family
School	School
Government	Church
	Mass media
	Government

E. Ask the students to give examples of one way a group can exercise control over an individual, by appealing to his idealized image (such as Pepsi generation, Marlboro man, Beatles (long hair), Saks Fifth Ave., and John F. Kennedy (no need for hat or coat)).

V. AIDS (to be developed)

VI. EVALUATION EXERCISES (to be developed)

VII. REFERENCES

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Module 7-E

GROUP AND SOCIETAL INFLUENCE
MAN, TECHNOLOGY, AND HIS ENVIRONMENT

I. CENTRAL PRINCIPLE

Modern technology has resulted in a vast increase in the amount of interaction between the individual and groups of all kinds. (Hilgard, pp. 539-544; Wertheimer, pp. 310-346)

II. KEY TERMS (None in this module)

III. LEARNINGS

Increasing individual-group interaction may have opposing effects on various aspects of the individual's behavior. The student will be able to cite examples of the following:

A. Individual's sense of responsibility

1. Decreased: just a cog in the machine.

2. Increased: broadened awareness through education, communication, travel, etc., and hence greater guilt and/or responsibility.

B. Individual's feeling of power

1. Decreased: cog in the machine, plus broadened and more sophisticated view of power.

2. Increased: through use of the products of technology, from the power of the pen or voice in modern media to the steam shovel and the atom bomb.

C. Individual's certainty of moral (and social, aesthetic, etc.) judgment

1. Decreased: greater awareness; cultural pluralism; longer life span.

2. Increased: within one's own reference group(s).

D. Individual's sense of and definition of privacy

1. Decreased: by the sheer amount of interaction; by the needs of institutions, government, and other; by modern techniques of surveillance.

2. Increased: through the anonymity and irresponsibility possible in being only one among so many.

E. The individual's relation to and definition of leisure

1. Decreased: as leisure becomes more standardized and more of a compulsion in an economy which requires great use of "leisure" products and services, media which promote their use in overt and subtle ways.

2. Increased: technology and the shorter work week, etc.

F. The individual's relationship to "experience"

1. Decreased: modern media presenting so much vicarious experience; passivity in spectatorship.

2. Increased: through increased travel, mobility, communication.

IV. ACTIVITIES AND PROCEDURES

A. Ask the students to relate from their own experiences examples of the above paradoxes.

B. Select passages from Future Shock by Alvin Toffler which emphasize the deindividualization of man.

C. Discuss the writings of Marshall McLuhan, The Medium is the Massage, relating the onslaught of technology upon man.

V. AIDS (to be developed)

VI. EVALUATION EXERCISES (to be developed)

VII. REFERENCES

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